Short *a* Word Family Learning Segment

* Rationale
  + Students will show improvement in reading/writing by expanding their vocabulary through word family recognition. They will learn to recognize word family words, and be able to use this knowledge to create new words. Familiarity with word family word endings will also help improve reading fluency by helping children blend.
* Student academic content standards that are the target of student learning
  + GLE 1.1.2 Reading
    - Understand and apply phonological awareness and phonemic awareness.
      * Identify and generate rhyme
      * Add, delete, and/or substitute one phoneme for another in initial, medial, and final positions to make a new word
      * Segment and blend words containing three to five phonemes.
      * Generate words that begin or end with the same sound or different sounds.
      * Blend and segment onset and rime.
* Learning Objectives
  + TSWBAT
    - Understand what word families are
    - Understand how word families can help expand our vocabulary
    - Identify short *a* word families in text
    - Substitute phonemes in word family words to create new vocabulary
    - Understand that word family words can have single consonant or consonant cluster beginnings
    - Understand that they can substitute single consonant beginnings for consonant cluster beginnings, and vice versa, to create new words
* Assessments to monitor student learning
  + Diagnostic/Pre-assessment
    - Students will perform a pre-assessment worksheet on the first day of lesson segment, following an introduction of word family words.
  + Formative assessment
    - Throughout lesson segment students will be monitored during discussion for comprehension and participation. Students will also be monitored during game play, group work, and individual work to ensure accuracy, understanding, and participation.
  + Summative assessment
    - Student worksheets and homework should be checked daily for comprehension and accuracy. Students will complete a summative assessment on the fourth day of the lesson segment to assess the need to revisit the topics or move forward.
* Content Outline
  + Day 1
    - Students will be introduced to word family words and their similarity to rhyming words, complete a pre-assessment, and complete worksheets.
  + Day 2
    - Students will continue to work with word family words and become more familiar with them through a variety of games and worksheets, performed in groups and individually.
  + Day 3
    - Students will learn that word family endings can also be used with consonant cluster beginnings through a whole group activity and discussion. They will also work in groups to categorize words and complete two homework worksheets.
  + Day 4
    - Students will review information on short *a* word family words through a worksheet and game, and then they will complete a summative assessment.
* Key Activities
  + Day 1
    - Students will be read “The Cat in the Hat,” by Dr. Seuss, discuss rhyming words and learn about word family words through discussion. After this they will perform a pre-assessment worksheet, a word search, and a coloring page.
  + Day 2
    - Students will be read “The Magic Hat,” by Mem Fox, and then discuss recognized word family words. Students will play a flash card game and work in groups to categorize words. They will complete a homework worksheet in which they create new words.
  + Day 3
    - Students will perform a whole class activity to understand that consonant clusters may be used with word family endings. Students will work in groups to categorize word family words with consonant clusters and complete two homework worksheets.
  + Day 4
    - Students will work with a word family slider, create and illustrate a statement using a word family word, play a flash card game, and complete a summative assessment worksheet.
* Resources and Materials
  + Books
    - “The Cat in the Hat,” by Dr. Seuss
    - “The Magic Hat,” by Mem Fox
  + Handouts
    - Identifying Word Family Words pre-assessment
    - Word Family Word Search
    - Word Family Balloons
    - Creating Word Family Words
    - Creating Word Family Words Using Consonant Clusters
    - Word Family Balloons With Consonant Clusters
    - My Word Family Picture
    - Working With Short *a* Word Family Words
  + Other handout materials
    - Word family categorization charts with single consonant and consonant cluster words
    - Magic Wand flash card game with single consonant and consonant cluster magic letter wands
    - Pre-cut and taped word sliders
    - Pieces of paper with word family words written on them (single consonant and consonant cluster)
  + Chalkboard, whiteboard, projector, or document camera and corresponding writing devices
  + Crayons and pencils for student use
* Meeting the Needs of Diverse Learners
  + Ethnicity
    - Make sure each student has a clear understanding of word families and their uses in expanding vocabulary. Verify that students with English language difficulties are not paired together. Closely monitor these students during guided practice to verify understanding. If extra instruction is needed, help with guided practice and/or have co-teacher work with students on practicing word family recognition and use.
  + Gender equity
    - Make sure that male/female students are equally called upon. Ensure that every student is given the opportunity to participate, regardless of gender. Partner work and group work will be based upon classroom seating arrangement rather than student choice. This will help prevent gender grouping.
  + Special needs students
    - Special needs students will be given extra help via the co-teacher or a Para-educator to help with their understanding. They will be given help on an individual basis in order to allow them more practice in understanding word families, how to recognize them, and how to use them as a tool in creating new words.
  + Historically marginalized students/Socioeconomic level
    - All students will be called upon equally and given equal opportunities to participate. Partner and group work will be decided based upon seating arrangement rather than student choice. When homework is passed out, we will emphasize that the parents should be involved, but also let students know that if a parent is not available, another family member or adult is also acceptable. This will help ensure that students are not left out due to poor home situations. Students will be provided with all materials necessary for completing assignments and activities. Students showing the need for extra practice and interaction regarding material will be given individual time with the teacher, co-teacher, or Para-educator.
  + Supporting Language Acquisition
    - Students with comprehension difficulties and English language learners will be grouped with students of higher abilities in order aid comprehension through collaboration. Students that continue to experience difficulties will be given an opportunity to work independently with one of the teachers. Understanding word families and how they can be used as tools to expand vocabulary will help students learn to read and write a larger variety of words, enhancing their language skills. They will be able to look at a word, recognize the word family ending, and be more familiar with its phonemic properties, uses, and meaning.
* Plan for using personal contact with families
  + To promote family involvement, letters will have been sent home with the student at the beginning of the unit to help parents understand the learning segment. This letter would have given a brief definition of word families, their uses, and the specific word families that are being worked on this week. Parents will be encouraged to help their children recognize words found within these particular word families.Students will also be encouraged to share classroom activity information and material with parents.